

SCRANTON ELEMENTARY

1649 US 52 Hwy.
Scranton, SC 29591

GRADES K-5 Elementary School

ENROLLMENT 257 Students

PRINCIPAL Barbara Woodbury 843-389-2531

SUPERINTENDENT Mrs. Beth M. Wright 843-374-8652

BOARD CHAIR Richard Cook 843-394-8043

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

| Excellent | Good | Average | Below Average | Unsatisfactory |
|-----------|------|---------|---------------|----------------|
| 1 | 36 | 56 | 4 | 0 |

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

YES

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

| | Absolute Rating | Improvement Rating | Adequate Yearly Progress |
|------|-----------------|--------------------|--------------------------|
| 2001 | Good | Good | N/A |
| 2002 | Average | Unsatisfactory | N/A |
| 2003 | Average | Unsatisfactory | No |
| 2004 | Good | Below Average | Yes |

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

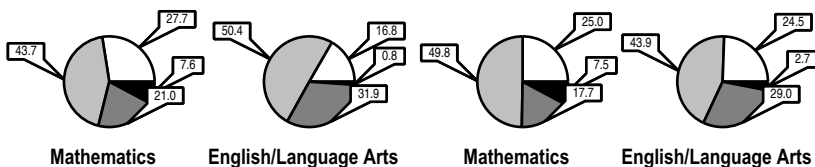
Percent of students tested in 2003-04 whose 2002-03 test scores were located.

65.1%





PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)

Our School

Elementary Schools with Students like Ours



Definition of Critical Terms

| | | |
|---|--------------------|---|
|  | Advanced | Very high score; very well prepared to work at next grade level; exceeded expectations |
|  | Proficient | Well prepared to work at next grade level; met expectations |
|  | Basic | Met standards; minimally prepared, can go to next grade level |
|  | Below Basic | Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level |

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

| | <i>Enrollment 1st Day of Testing</i> | <i>% Tested</i> | <i>% Below Basic</i> | <i>% Basic</i> | <i>% Proficient</i> | <i>% Advanced</i> | <i>% Proficient and Advanced (adj.)</i> | <i>Performance Objective Met</i> | <i>Participation Objective Met</i> |
|--|---|-----------------|----------------------|----------------|---------------------|-------------------|---|--------------------------------------|--|
| English/Language Arts - State Performance Objective = 17.6% | | | | | | | | | |
| All Students | 129 | 100.0 | 17.7 | 49.2 | 31.5 | 1.6 | 45.2 | Yes | Yes |
| Gender | | | | | | | | | |
| Male | 72 | 100.0 | 18.6 | 54.3 | 27.1 | 0.0 | 38.6 | | |
| Female | 57 | 100.0 | 16.7 | 42.6 | 37.0 | 3.7 | 53.7 | | |
| Racial/Ethnic Group | | | | | | | | | |
| White | 71 | 100.0 | 11.6 | 44.9 | 42.0 | 1.4 | 56.5 | Yes | Yes |
| African-American | 57 | 100.0 | 25.9 | 53.7 | 18.5 | 1.9 | 31.5 | Yes | Yes |
| Asian/Pacific Islanders | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Hispanic | 1 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Disability Status | | | | | | | | | |
| Not disabled | 103 | 100.0 | 10.1 | 50.5 | 38.4 | 1.0 | 51.5 | | |
| Disabled | 26 | 100.0 | 48.0 | 44.0 | 4.0 | 4.0 | 20.0 | I/S | I/S |
| Migrant Status | | | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A | | |
| Non-migrant | 129 | 100.0 | 17.7 | 49.2 | 31.5 | 1.6 | 45.2 | | |
| English Proficiency | | | | | | | | | |
| Limited English Proficient | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Non-Limited English Proficient | 129 | 100.0 | 17.7 | 49.2 | 31.5 | 1.6 | 45.2 | | |
| Socio-Economic Status | | | | | | | | | |
| Subsidized meals | 99 | 100.0 | 22.1 | 52.6 | 23.2 | 2.1 | 36.8 | Yes | Yes |
| Full-pay meals | 30 | 100.0 | 3.4 | 37.9 | 58.6 | 0.0 | 72.4 | | |

| | | | | | | | | | |
|--|-----|-------|------|------|------|------|------|-----|-----|
| Mathematics - State Performance Objective = 15.5% | | | | | | | | | |
| All Students | 129 | 100.0 | 29.0 | 43.5 | 20.2 | 7.3 | 43.5 | Yes | Yes |
| Gender | | | | | | | | | |
| Male | 72 | 100.0 | 32.9 | 41.4 | 20.0 | 5.7 | 40.0 | | |
| Female | 57 | 100.0 | 24.1 | 46.3 | 20.4 | 9.3 | 48.1 | | |
| Racial/Ethnic Group | | | | | | | | | |
| White | 71 | 100.0 | 20.3 | 39.1 | 29.0 | 11.6 | 58.0 | Yes | Yes |
| African-American | 57 | 100.0 | 38.9 | 50.0 | 9.3 | 1.9 | 25.9 | Yes | Yes |
| Asian/Pacific Islander | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Hispanic | 1 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Disability Status | | | | | | | | | |
| Not disabled | 103 | 100.0 | 20.2 | 45.5 | 25.3 | 9.1 | 50.5 | | |
| Disabled | 26 | 100.0 | 64.0 | 36.0 | 0.0 | 0.0 | 16.0 | I/S | I/S |
| Migrant Status | | | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A | | |
| Non-migrant | 129 | 100.0 | 29.0 | 43.5 | 20.2 | 7.3 | 43.5 | | |
| English Proficiency | | | | | | | | | |
| Limited English Proficient | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Non-Limited English Proficient | 129 | 100.0 | 29.0 | 43.5 | 20.2 | 7.3 | 43.5 | | |
| Socio-Economic Status | | | | | | | | | |
| Subsidized meals | 99 | 100.0 | 35.8 | 47.4 | 13.7 | 3.2 | 33.7 | Yes | Yes |
| Full-pay meals | 30 | 100.0 | 6.9 | 31.0 | 41.4 | 20.7 | 75.9 | | |

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

| | | <i>Enrollment 1st Day of Testing</i> | <i>% Tested</i> | <i>% Below Basic</i> | <i>% Basic</i> | <i>% Proficient</i> | <i>% Advanced</i> | <i>% Proficient and Advanced</i> |
|------------------------------|----------------|---|-----------------|----------------------|----------------|---------------------|-------------------|--------------------------------------|
| English/Language Arts | | | | | | | | |
| 2003 | Grade 3 | 43 | 100.0 | 26.3 | 42.1 | 31.6 | N/A | 31.6 |
| | Grade 4 | 52 | 98.1 | 20.4 | 63.3 | 16.3 | N/A | 16.3 |
| | Grade 5 | 58 | 100.0 | 49.1 | 43.4 | 7.5 | N/A | 7.5 |
| | Grade 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2004 | Grade 3 | 46 | 100.0 | 6.7 | 40.0 | 51.1 | 2.2 | 53.3 |
| | Grade 4 | 39 | 100.0 | 28.2 | 53.8 | 17.9 | N/A | 17.9 |
| | Grade 5 | 44 | 100.0 | 22.7 | 59.1 | 18.2 | N/A | 18.2 |
| | Grade 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Mathematics | | | | | | | | |
| 2003 | Grade 3 | 43 | 100.0 | 34.2 | 52.6 | 13.2 | N/A | 13.2 |
| | Grade 4 | 52 | 100.0 | 34.0 | 54.0 | 8.0 | 4.0 | 12.0 |
| | Grade 5 | 58 | 100.0 | 44.2 | 50.0 | 5.8 | N/A | 5.8 |
| | Grade 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2004 | Grade 3 | 46 | 100.0 | 11.1 | 42.2 | 35.6 | 11.1 | 46.7 |
| | Grade 4 | 39 | 100.0 | 53.8 | 38.5 | 7.7 | N/A | 7.7 |
| | Grade 5 | 44 | 100.0 | 27.3 | 50.0 | 13.6 | 9.1 | 22.7 |
| | Grade 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

| | Our School | Change from Last Year | Elementary Schools with Students Like Ours | Median Elementary School |
|---|-----------------|-----------------------|--|--------------------------|
| Students (n= 257) | | | | |
| First graders who attended full-day kindergarten | 100.0% | N/C | 100.0% | 100.0% |
| Retention rate | 6.0% | N/A | 3.7% | 2.7% |
| Attendance rate | 98.0% | Up from 95.9% | 96.2% | 96.4% |
| Students with disabilities other than speech taking PACT (ELA) off grade level | 0.0% | | 5.3% | 4.6% |
| Students with disabilities other than speech taking PACT (Math) off grade level | 0.0% | | 3.8% | 3.5% |
| Eligible for gifted and talented | 9.2% | Down from 10.9% | 9.7% | 13.5% |
| On academic plans | N/AV | N/AV | N/A | N/AV |
| On academic probation | N/AV | N/AV | N/A | N/AV |
| With disabilities other than speech | 11.6% | Down from 18.0% | 9.5% | 8.2% |
| Older than usual for grade | 2.7% | Down from 4.8% | 1.3% | 0.9% |
| Out-of-school suspensions or expulsions for violent &/or criminal offenses | 0.0% | No change | 0.0% | 0.0% |
| Teachers (n= 22) | | | | |
| Teachers with advanced degrees | 45.5% | Up from 45.0% | 46.7% | 51.4% |
| Continuing contract teachers | 95.5% | Up from 90.0% | 87.5% | 87.5% |
| Highly qualified teachers** | 100.0% | N/A | 95.7% | 95.0% |
| Teachers with emergency or provisional certificates | 4.5% | | 0.0% | 0.0% |
| Teachers returning from previous year | 86.1% | Down from 89.6% | 86.4% | 86.7% |
| Teacher attendance rate | 95.7% | Up from 93.1% | 94.7% | 94.9% |
| Average teacher salary | \$40,961 | Up 0.6% | \$40,076 | \$40,760 |
| Prof. development days/teacher | 16.2 days | Up from 6.1 days | 13.2 days | 12.4 days |
| School | | | | |
| Principal's years at school | 1.0 | Down from 15.0 | 3.0 | 4.0 |
| Student-teacher ratio in core subjects | 16.6 to 1 | Down from 16.8 to 1 | 18.3 to 1 | 18.9 to 1 |
| Prime instructional time | 91.7% | Up from 86.6% | 89.5% | 90.0% |
| Dollars spent per pupil* | \$7,084 | Down 6.1% | \$6,069 | \$6,044 |
| Percent of expenditures for teacher salaries* | 63.6% | Up from 60.0% | 65.5% | 65.9% |
| Opportunities in the arts | Good | No change | Good | Good |
| Parents attending conferences | 99.0% | No change | 99.0% | 99.0% |
| SACS accreditation | No | No change | Yes | Yes |
| Character development program | Average | N/A | Good | Good |
| * Prior year audited financial data are reported. | | | | |
| | Our District | | State | |
| Highly qualified teachers in low poverty schools** | N/A | | 92.0% | |
| Highly qualified teachers in high poverty schools** | 90.2% | | 91.1% | |
| | State Objective | | Met State Objective | |
| Highly qualified teachers in this school** | 65.0% | | Yes | |
| Student attendance in this school | 95.3% | | Yes | |

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Our 2003-2004 school year has been very busy and very exciting! We worked together to strive to meet the total needs of every child in a safe and positive learning environment.

This year at Scranton Elementary School, we focused on data driven instruction to improve student achievement, using data obtained from a variety of sources to include STAR Reading, PLATO, Tests for Higher Standards, Accelerated Reader, other computerized programs, and multiple classroom assessments. In November, we participated in Curriculum Calibration and have focused heavily on understanding and improving those results. Eleven of 16 homeroom teachers were trained in Differentiated Instruction throughout the year. We held four Saturday professional development days to acquire additional strategies and techniques to use to increase student achievement. A two-day conference entitled "Children of Poverty" was attended and the information was shared with the faculty.

This year we had many firsts. We had the largest number of parents and community members serving on our School Improvement Council. We had an increase in the number of volunteers at school. We held our first Picnic in the Park; a school, family, and community event. We held our first weekend academic assistance program for our 3rd through 5th grade students. We hosted our first Girl Scout program. We had our first teacher receive the Super Wal-Mart Teacher of the Year Award. Last, but not least, we received our first 'official' Red Carpet Award! We are extremely proud of all our accomplishments!

We truly did work together to achieve many positive results.

"We Succeed Together!"

Barbara Woodbury, Principal

Barbie Ward, SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

| | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned | 23 | 39 | 30 |
| Percent satisfied with learning environment | 100.0% | 94.9% | 86.7% |
| Percent satisfied with social and physical environment | 100.0% | 94.9% | 93.3% |
| Percent satisfied with home-school relations | 90.9% | 97.4% | 93.3% |

*Only students at the highest elementary school grade level at this school and their parents were included.